

5th Grade U.S. History and Geography Scope and Sequence

IW	Unit	Suggested Number of Days	Pacing Guidance	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy RI.5.1, 5.10 apply to each unit	DC Content Supporting Standards
1st Instructional Window 8/25-10/9 (33 days total)	Science Unit 1 Our Sky: Earth and Space Systems	24 days 8/25 – 9/26	Teach Unit 1 during the beginning of the 1 st Instructional Window.	Students learn about the sun and its properties, as well as the observable patterns caused by the orbits of the Earth around the sun and the moon around the Earth. Students also discuss Earth's major systems (the geosphere, hydrosphere, atmosphere, and biosphere), and how these systems interact to affect Earth's surface materials and processes.	See 5th Grade Science SAS			
	<u>SS Unit 1</u> <u>Geography Skills</u>	5 days 9/29 – 10/3	Teach this unit for a consecutive week at the end of the 1 st instructional window to help prepare students for more social studies content in the 2 nd ELA window.	Students review geography basics about place and location in the United States. Students identify geographical regions in the U.S., and analyze how life is shaped by geographical differences. Students practice reading and using different kinds of maps along with complex texts to answer text-dependent questions with evidence-based responses.	5.12.3: Locate regions, impact of regional geography	D1.4: Questions D4.2: Construct explanations Apply to each unit: D3.1: Sources D4.3: Present information D4.6: Analyze problems	RI.5.2: Summarize RI.5.4: Vocabulary RI.5.5: Text Structure RI.5.7: Sources W.5.1: Opinion writing W.5.2: Explanatory writing W.5.3: Narrative writing W.5.8: Writing process Apply to each unit: RI.5.1: Quote accurately RI.5.10: Read informational texts proficiently	5.1.4, 5.12, 5.12.1, 5.12.2, 5.12.4, 5.12.5
2nd Instructional Window 10/14-12/12 (38.5 days total)	<u>SS Unit 2</u> <u>Slavery and Reform in Antebellum America</u>	22.5 days 10/6 – 11/7	Start this unit at the end of the 1st Instructional Window to build content knowledge and skill along with ELA Unit 2: "Go West."	Students analyze the context and causes of the westward movement of settlers in the United States from the 1780s to the 1850s, including: the impact of push and pull factors on the movement of people, the increasing divide between the North and South, tensions between sectionalism and nationalism, and the attempts of reformers to pursue social justice in a climate of constant change.	5.1.1: Immigrants 5.2.1: Slavery 5.2.4: Urbanization 5.3.1: Attitudes toward slavery 5.4: Reform movements	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	RI.5.2: Summarize RI.5.3: Relationship RI.5.4: Vocabulary RI.5.7: Sources W.5.2: Explanatory writing W.5.4: Appropriate writing W.5.5: Edit W.5.7: Research W.5.8: Writing process W.5.9: Draw evidence	5.1, 5.1.2, 5.1.3, 5.1.5-5.1.9, 5.2, 5.2.2, 5.2.3, 5.2.5, 5.2.6, 5.3, 5.3.2-5.3.5, 5.4, 5.4.1-5.4.8

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2nd IW continued 10/14-12/12	Science Unit 2 Matter Matters	20 days 11/12 – 12/12	Teach Unit 2 for the second half of the 2 nd Instructional Window.	Students learn that matter can be subdivided into particles too small to see, and that the amount of matter is conserved when it changes form. They learn that measurements of a variety of properties can be used to identify materials. Students also study chemical reactions, learning about how to form substances with different properties while maintaining the same total weight of substances.	See 5th Grade Science SAS			
3rd Instructional Window 12/15-2/12 (32.5 days total)	Science Unit 3 Ecosystems and Webs	18.5 days 12/15 – 1/23	Teach Unit 3 during the 3 rd Instructional Window to align to ELA Unit 3: “Is Science ‘Fiction?’- What If?”	Students learn about the energy in chemical process and everyday life, including where energy released from food comes from. They discuss how food provides animals with the materials and energy they need to survive, while plants acquire their material for growth chiefly from air and water. Students understand the interdependent relationships in ecosystems, and that the food of almost any kind of animal can be traced back to plants. They learn that matter cycles between the air and soil and among plants, animals, and microbes.				
	Science Unit 4 Humans vs. Earth: Conservation	22 days 1/26 – 2/27	Teach Unit 4 during the 3 rd Instructional Window to align to ELA Unit 3: “Is Science ‘Fiction?’- What If?”	Students learn that human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. They also discuss the actions taken by individuals and communities to protect Earth’s resources and the environment.				
4th Instructional Window 2/17-4/10 (36.5 days total)	SS Unit 3 Civil War and Reconstruction	15 days 3/2 – 3/20	Start this unit around the beginning of the 4 th Instructional Window to build content knowledge and skills along with ELA Unit 4: “Civil War and Reconstruction”	Students examine the conditions that led to conflict during the Civil War and Reconstruction, with a focus on 1820-1876. Students read primary and secondary texts, differentiating between source types to examine the conditions that led to war and peace during the Civil War and Reconstruction, with particular focus on the debate between proponents of slavery and abolition, the role of African Americans during the war, and the struggle for equality during Reconstruction.	5.5.2: Abolitionists 5.5.4: Role of African American troops 5.6.4: Reconstruction Amendments	D1.2/1.3: Compelling/Supporting questions D4.1/4.4: Construct/Critique arguments	RI.5.2: Summarize RI.5.4: Vocabulary W.5.1: Opinion writing W.5.2: Explanatory writing W.5.3: Narrative writing W.5.8: Writing process W.5.9: Draw evidence W.5.10: Write routinely	5.5, 5.5.1, 5.5.3, 5.5.5, 5.5.6, 5.6, 5.6.1-5.6.3, 5.6.5, 5.6.6

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4 th IW continued (36.5 days total)	<u>SS Unit 4 Turn of the Century America</u>	13.5 days 3/23 – 4/10	Teach this unit during the second half of the 4 th Instructional Window to build content knowledge and skills along with ELA Unit 4: “Civil War and Reconstruction”	Students describe the causes, benefits and costs of the expansion of American cities and industries from the 1850s to the 1900s. They trace the expansion of a U.S. presence abroad, debating the role of immigration and the appropriate level of U.S. involvement in foreign affairs in the late 19 th and early 20 th centuries. Students should read complex text sets presenting different views about each issue, writing evidenced-based responses corroborating claims and integrating information from multiple sources.	5.7.5: Immigration vs. Nativism 5.7.7: Progressivism 5.8.3: Spanish-American War 5.8.5: Causes of WWI	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.7: Construct arguments/Assess capacities for action	RI.5.2: Summarize RI.5.4: Vocabulary RI.5.6: Corroboration RI.5.8: Support RI.5.9: Integrate info W.5.1: Opinion writing W.5.2: Explanatory writing W.5.3: Narrative writing W.5.8: Writing process	5.7, 5.7.1-5.7.4, 5.7.6, 5.7.8, 5.8, 5.8.1, 5.8.2, 5.8.4
5 th Instructional Window 4/20-6/17 (40.5 days total)	<u>SS Unit 5 Renaissance, Depression and War</u>	19 days 4/20 – 5/15	Teach this unit starting after returning from Spring Break to build content knowledge and skills along with the ELA Unit “Civil Rights in America.”	Students trace the continuity and change over time of race relations and economic cycles from the 1920s to the 1940s through the study of the Harlem Renaissance, the Great Depression and World War II. Additionally, they will read and write about the rise to power of totalitarian leaders, the impact of these leaders on their people, and the consequences of World War II.	5.9.2: Harlem Renaissance 5.10.5: New Deal 5.11.1: Fascism/ Nazism 5.11.4: End of WW2	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.7: Construct arguments/Assess capacities for action	RI.5.2: Summarize RI.5.4: Vocabulary RI.5.6: Corroboration RI.5.8: Support W.5.9: Draw evidence	5.9, 5.9.1, 5.9.3, 5.9.4, 5.10, 5.10.1-5.10.4, 5.11, 5.11.2, 5.11.3, 5.11.5, 5.11.6
	<u>SS Unit 6 The Civil Rights Movement</u>	21.5 days 5/18 – 6/17	Teach this unit as soon as SS Unit 5 is finished, addressing the ELA theme of Civil Rights through social studies content and skills.	Students identify and contextualize the emergence of leaders and movements to achieve equality for African Americans, women, immigrants, and other marginalized groups, posing relevant questions to drive inquiry, research, reading complex texts, and writing evidence-based responses.	5.14.1: Civil Rights Movement 5.14.3: Leaders 5.15: Socio-economic trends 5.16: Immigration	D1.1: Key ideas D3.2/3.4: Source credibility/Develop claims D4.1/4.8: Construct arguments/Take action	RI.5.2: Summarize RI.5.4: Vocabulary RI.5.6: Corroboration RI.5.8: Support W.5.9: Draw evidence	5.13, 5.13.1-5.13.4, 5.14, 5.14.2, 5.14.4-5.14.6, 5.15, 5.15.1-5.15.5, 5.16.1-5.16.5

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<p><u>Unit 1</u> <u>Geography Skills</u></p> <p>5 days 9/29 - 10/3</p> <p>Students review geography basics about place and location in the United States. Students identify geographical regions in the U.S., and analyze how life is shaped by geographical differences. Students practice reading and using different kinds of maps along with complex texts to answer text-dependent questions with evidence-based responses.</p> <p>1st IW 8/25–10/9 (33 days total)</p> <p>Teach this unit one week during the 1st ELA Unit, ideally at the end of the unit to prepare for Unit 2.</p>	<p>5.12.3: Locate and identify major geographic regions in the United States (e.g., Northeast, Southeast, and Southwest) and how regional differences in climate, types of farming, populations, and sources of labor shape their economies and societies.</p>	<p>D1.4: Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Apply to each unit:</u></p> <p>D3.1: Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.3: Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g. posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g. Internet, social media, and digital documentary).</p> <p>D4.6: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>5.1.4: Name the states and territories that existed in 1850 and their locations and major geographical features (e.g., mountain ranges, principal rivers, and dominant plant regions).</p> <p>5.12: Use geographic tools to locate and analyze information about people, places, and environments in the United States.</p> <p>5.12.1: Locate the United States, the Atlantic and Pacific oceans, Gulf of Mexico, Mississippi and Rio Grande rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian mountain ranges.</p> <p>5.12.2: Identify the 50 states and their capitals and identify the year that each one became part of the Union.</p> <p>5.12.4: Locate and identify the U.S. territorial possessions and their capitals (e.g., Puerto Rico, Guam, and the U.S. Virgin Islands).</p> <p>5.12.5: Locate and identify the climate, major physical features, and major natural resources in each region.</p>

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<p><u>Unit 1</u> <u>Geography Skills</u> (continued)</p>	(see previous page)	(see previous page)	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>Apply to each unit:</u></p> <p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.10: By the end of the year, read and comprehend info texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	(see previous page)

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<p><u>Unit 2</u> <u>Slavery and Reform in Antebellum America</u></p> <p>22.5 days 10/6 – 11/7</p> <p>Students analyze the context and causes of the westward movement of settlers in the United States from the 1780s to the 1850s, including: the impact of push and pull factors on the movement of people, the increasing divide between the North and South, tensions between sectionalism and nationalism, and the attempts of reformers to pursue social justice in a climate of constant change.</p> <p>2nd IW 10/14-12/12 (38.5 days total)</p> <p>Teach this unit with 2nd ELA Unit “Go West,” with the other 20 days focusing on Science Unit 2: “Matter Matters.”</p>	<p>5.1.1: Describe the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, and steamboats).</p> <p>5.2.1: Explain the expansion of the plantation system and slavery as the demand for cotton production grew.</p> <p>5.2.4: Explain the emerging urbanization in the North.</p> <p>5.3.1: Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as permanent servants or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery.</p> <p>5.4: Students identify prominent people and movements for social justice in the United States.</p>	<p>D1.2: Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>D1.3: Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>D4.5: Critique explanations.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>5.1: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.</p> <p>5.1.2: Describe the enslaved immigrants from Africa from the 1790s through the 1820s and the routes they traveled from disembarkment (e.g., from New Orleans up the Mississippi and westward along the Gulf Coast, from Mobile, Savannah, Charleston, Washington, DC, Baltimore, and Philadelphia, westward, northward, and southward).</p> <p>5.1.3: Describe the process of the “internal slave trade” that saw Africans born in the United States sold into the southernmost states (Mississippi, Alabama, Georgia, and South Carolina) from more Northern states (Virginia, North Carolina, and Maryland).</p> <p>5.1.5: Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Sacagawea, Zebulon Pike, and John Fremont).</p> <p>5.1.6: Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.1.7: Describe the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.1.8: Relate how and when California, Texas, Oregon, and other Western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p> <p>5.1.9: Describe the search for gold in</p>

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<p><u>Unit 2</u> <u>Slavery and Reform in Antebellum America</u> (continued)</p>	(see previous page)	(see previous page)	<p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>California and how the Gold Rush moved east to places such as Colorado and the Dakotas.</p> <p>5.2: Students describe the emergence of a fledging industrial economy.</p> <p>5.2.2: Describe the mechanization of cleaning cotton with cotton gin/textile industries.</p> <p>5.2.3: Describe how the manufacturing economy supplements agricultural economy.</p> <p>5.2.5: Identify the transportation innovations that led to westward settlements.</p> <p>5.2.6: Explain how and why young women and children join the paid labor force.</p> <p>5.3: Students describe the rapid growth of slavery in the South after 1800.</p> <p>5.3.2: Describe the contributions of enslaved and free Africans to the economic development of the colonies.</p> <p>5.3.3: Identify the characteristics of slave life and the resistance on plantations and farms across the South.</p> <p>5.3.4: Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States.</p> <p>5.3.5: Describe the impact of the cotton gin on the economics and culture of slavery and Southern agriculture.</p> <p>5.4: Students identify prominent people and movements for social justice in the United States, including:</p> <p>5.4.1: Students identify prominent people</p>

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<p><u>Unit 2</u> <u>Slavery and Reform in Antebellum America</u> (continued)</p>	(see previous page)	(see previous page)	(see previous page)	<p>and movements for social justice in the United States, including Dorothea Dix and her quest for prison reform and help for the mentally ill.</p> <p>5.4.2: Students identify prominent people and movements for social justice in the United States, including Paul Cuffe, Martin Delany and the idea of emigration among African Americans.</p> <p>5.4.3: Students identify prominent people and movements for social justice in the United States, including Horace Mann and public education.</p> <p>5.4.4: Students identify prominent people and movements for social justice in the United States, including Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement.</p> <p>5.4.5: Students identify prominent people and movements for social justice in the United States, including Prudence Crandall and education for free African Americans.</p> <p>5.4.6: Students identify prominent people and movements for social justice in the United States, including Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton and equality for women.</p> <p>5.4.7: Students identify prominent people and movements for social justice in the United States, including Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery.</p> <p>5.4.8: Students identify prominent people and movements for social justice in the United States, including José Martí, Francisco Gonzalo (Pachín) Marín, and Sotero Figueroa and the independence of Cuba and Puerto Rico from Spain.</p>

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<p><u>Unit 3</u> <u>Civil War and Reconstruction</u></p> <p>15 days 3/2 – 3/20</p> <p>Students examine the conditions that led to conflict during the Civil War and Reconstruction, with a focus on 1820-1876. Students read primary and secondary texts, differentiating between source types to examine the conditions that led to war and peace during the Civil War and Reconstruction, with particular focus on the debate between proponents of slavery and abolition, the role of African Americans during the war, and the struggle for equality during Reconstruction.</p> <p>4th IW 2/17–4/10 (36.5 days total)</p> <p>Pick up with SS instruction at the beginning of the 4th IW after Science Unit 4: “Humans vs. Earth: Conservation.”</p>	<p>5.5.2: Explain the role of abolitionists, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Martin Delany, and John Brown.</p> <p>5.5.4: Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war.</p> <p>5.6.4: Describe the 13th, 14th, and 15th amendments, as well as African American political and economic progress.</p>	<p>D1.2: Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>D1.3: Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.4: Critique arguments.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5.5: Students summarize the causes and consequences of the Civil War:</p> <p>5.5.1: Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Dred Scott decision, and the Kansas-Nebraska Act.</p> <p>5.5.3: Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states.</p> <p>5.5.5: Describe the experience of the war on the battlefield and home front.</p> <p>5.5.6: Analyze the rationales for the Emancipation Proclamation and the emancipation of African Americans in Washington, DC.</p> <p>5.6: Students explain the successes and failures of Reconstruction.</p> <p>5.6.1: Describe the physical and economic destruction of the South.</p> <p>5.6.2: Describe the assassination of Abraham Lincoln in Washington, DC.</p> <p>5.6.3: Identify the goals and accomplishments of the Freedmen’s Bureau.</p> <p>5.6.5: Analyze the rise of the Ku Klux Klan, black codes, vigilante justice, and Jim Crow laws.</p> <p>5.6.6: Analyze the emergence of African American self-help organizations, emigration to all-black towns in the West (e.g., the Exodusters), and the call for reparations by formerly enslaved leaders (e.g., Isaiah Dickerson, Callie House, and the ex-slave pension and mutual relief association).</p>

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<p><u>Unit 3</u> <u>Civil War and Reconstruction</u> (continued)</p>	(see previous page)	(see previous page)	<p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	(see previous page)

5th Grade U.S. History and Geography Scope and Sequence

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<p><u>Unit 4</u> <u>Domestic and Foreign Policy at the Turn of the Century</u></p> <p>13.5 days 3/23 – 4/10</p> <p>Students describe the causes, benefits and costs of the expansion of American cities and industries from the 1850s to the 1900s. They trace the expansion of a U.S. presence abroad, debating the role of immigration and the appropriate level of U.S. involvement in foreign affairs in the late 19th and early 20th centuries. Students should read complex text sets presenting different views about each issue, writing evidenced-based responses corroborating claims and integrating information from multiple sources.</p> <p>4th IW 2/17–4/10 (36.5 days total)</p> <p><u>ELA Unit 4</u> Taught as soon as students return from spring break, continuing to address the War and Peace ELA theme through social studies content and skills.</p>	<p>5.7.5: Describe the United States as the land of opportunity versus a growing sense of protectionism and nativism.</p> <p>5.7.7: Identify major goals of the Progressive Era (e.g., attacking racial discrimination, child labor, big business, and alcohol use).</p> <p>5.8.3: Explain the Cuban-Spanish-American War and interventions in Mexico, Central America, and the Caribbean.</p> <p>5.8.5: Identify the reasons for American entry into World War I.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D3.3: Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.7: Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>5.7: Students explain the various causes and consequences of the Second Industrial Revolution.</p> <p>5.7.1: Explain the rapid growth of cities and trans-Atlantic transportation systems.</p> <p>5.7.2: Identify sources of new immigration from Southern and Eastern Europe, China, Korea, and Japan, with particular attention to the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad.</p> <p>5.7.3: Locate regional concentrations of Latinos and explain their presence in certain occupational categories (e.g., Mexicans in railroad construction in the Southwest, or Puerto Ricans and Cubans in journalism and related trades in New York City).</p> <p>5.7.4: Analyze the formation of unions.</p> <p>5.7.6: Outline child labor and working conditions.</p> <p>5.8: Students describe the nation's growing role in world affairs.</p> <p>5.8.1: Analyze the Open Door Policy and U.S. expansion into Asia.</p> <p>5.8.2: Examine Japan and describe the significance of the Gentleman's Agreement.</p> <p>5.8.4: Explain the participation of African Americans from the 9th and 10th Calvaries (the Buffalo Soldiers and the Smoked Yankees) in the Indian and Cuban-Spanish-American War.</p>

5th Grade U.S. History and Geography Scope and Sequence

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<p><u>Unit 4</u> <u>Domestic and Foreign Policy at the Turn of the Century</u> (continued)</p>	(see previous page)	(see previous page)	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	(see previous page)

5th Grade U.S. History and Geography Scope and Sequence

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<p><u>Unit 5</u> <u>Renaissance, Depression and War</u></p> <p>19 days 4/20 – 5/15</p> <p>Students trace the continuity and change over time of race relations and economic cycles from the 1920s to the 1940s through the study of the Harlem Renaissance, the Great Depression and World War II. Additionally, they will read and write about the rise to power of totalitarian leaders, the impact of these leaders on their people, and the consequences of World War II.</p> <p>5th IW 4/20–6/17 (40.5 days total)</p> <p>Teach Unit 5 during the first part of ELA Unit 5: “Civil Rights in America.”</p>	<p>5.9.2: Describe the emergence of the black “intelligentsia” during the Harlem Renaissance (e.g., “U” Street Corridor in Washington, DC; various poets, artists, musicians, and scholars).</p> <p>5.10.5: Analyze increased importance of the federal government in establishing economic and social policies to combat societal problems.</p> <p>5.11.1: Describe fascism in Germany and Italy, including Nazism and attacks on Jews, gypsies, and others.</p> <p>5.11.4: Explain the German surrender and European division of Germany.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D3.3: Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.7: Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>5.9: Students describe the African American exodus from the segregated rural South to the urbanized North.</p> <p>5.9.1: Describe racial and ethnic tensions and the resurgence of the Ku Klux Klan in the South.</p> <p>5.9.3: Analyze the contributions of the Jazz Age.</p> <p>5.9.4: Describe economic opportunities in industrial Northern cities and Washington, DC.</p> <p>5.10: Students describe what happened during the global depression of the 1930s and how the United States responded.</p> <p>5.10.1: Describe the stock market crash of 1929.</p> <p>5.10.2: Describe the mass unemployment within the country.</p> <p>5.10.3: Identify the Dust Bowl and the reasons for migration to California.</p> <p>5.10.4: Identify and explain the New Deal programs under FDR.</p> <p>5.11: Students describe the main events of World War II and how the Allies prevailed.</p> <p>5.11.2: Describe the Japanese attack on Pearl Harbor.</p> <p>5.11.3: Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans).</p> <p>5.11.5: Explain the decision to drop the atom bomb on Japan.</p> <p>5.11.6: Describe the purpose of the formation of the United Nations.</p>

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<p><u>Unit 6</u> <u>The Civil Rights Movement</u></p> <p>21.5 days 5/18 – 6/17</p> <p>Students identify and contextualize the emergence of leaders and movements to achieve equality for African Americans, women, immigrants, and other marginalized groups, posing relevant questions to drive inquiry, research, reading complex texts, and writing evidence-based responses.</p> <p>5th IW 4/20–6/17 (40.5 days total)</p> <p>Teach this unit to end the year during the second part of ELA Unit 5: “Civil Rights in America.”</p>	<p>5.14.1: Describe the proliferation of the Civil Rights movement of African Americans from the churches of the rural South to the urban North.</p> <p>5.14.3: Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez, Frederick Douglass, Rodolfo “Corky” Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, and Reies López Tijerina).</p> <p>5.15: Students describe some of the major economic and social trends of the late 20th century.</p> <p>5.16: Students identify major waves of immigration and demographic changes in U.S. history and describe the diverse nature of American people and their contributions to American culture.</p>	<p>D1.1: Explain why compelling questions are important to others (e.g. peers, adults)</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.4: Use evidence to develop claims in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.8: Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>5.13: Students explain important domestic trends of the 1950s and 1960s.</p> <p>5.13.1: Describe the growth of suburbs and home ownership.</p> <p>5.13.2: Explain the development of mass media, including television.</p> <p>5.13.3: Trace the economic growth and declining poverty.</p> <p>5.13.4: Describe the Mexican Bracero program and the unprecedented migration of Puerto Ricans to take part in the invigorated industrial economy.</p> <p>5.14: Students describe the key events and accomplishments of the Civil Rights movement in the United States.</p> <p>5.14.2: Explain the role of the National Association for the Advancement of Colored People (NAACP).</p> <p>5.14.4: List and describe the steps toward desegregation (e.g., A. Philip Randolph’s proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the Armed Forces, Adam Clayton Powell and Congress, and the integration of public schools).</p> <p>5.14.5: Explain the women’s rights movement, including differing perspectives on the roles of women.</p> <p>5.14.6: Explain the growth of the African American middle class.</p> <p>5.15.1: Describe the environmental movement and the creation of the Environmental Protection Agency.</p> <p>5.15.2: Explain the antiwar and counterculture movements.</p> <p>5.15.3: Trace the computer and technological revolutions.</p> <p>5.15.4: List key scientific and medical discoveries.</p>

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<p><u>Unit 6</u> <u>The Civil Rights Movement</u> (continued)</p>	(see previous page)	(see previous page)	(see previous page)	<p>5.15.5: Explain the changing family systems and roles of women.</p> <p>5.16.1: Identify indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuit).</p> <p>5.16.2: Describe the lives of African Americans, including an explanation of their early concentration in the South because of slavery, the Great Migration to Northern cities in the 20th century, and ongoing African immigrant groups (e.g., Ethiopians, Nigerians, and Ghanaians), and where they have tended to settle in large numbers.</p> <p>5.16.3: Describe the major European immigrant groups who have come to America, locating their countries of origin, and where they have tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).</p> <p>5.16.4: Describe the major Asian immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they have tended to settle in large numbers in certain regions (e.g., Koreans, Chinese, and Vietnamese).</p> <p>5.16.5: (e.g., Cubans in the 1960s and 1980s; Central Americans in the 1980s; Caribbean peoples, especially Haitians and Dominicans, in the 1990s)</p>